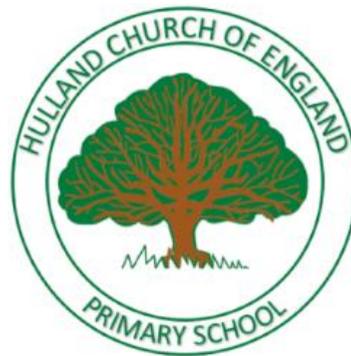


Hulland C of E Primary School

# Progression in Writing



PROGRESSION IN WRITING BY STRAND (CURRICULUM 2014)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Handwriting</b>	<p>I can sit correctly at a table, holding a pencil comfortably &amp; correctly</p> <p>I can begin to form lower case letters in the correct direction, starting &amp; finishing in the right place</p> <p>I can form capital letters</p> <p>I can form digits 0-9</p>	<p>I can form lower case letters of the correct size, relative to one another</p> <p>I understand which letters need to be joined in my writing</p> <p>I can write capital &amp; lower case letters of the correct size, orientation &amp; relationship to one another</p> <p>I can use spacing between words that reflects the size of the letters</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left un-joined</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left un-joined</p>	<p>I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>I can choose the writing implement that is best suited for a task</p>	<p>I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>I can choose the writing implement that is best suited for a task</p>	
	YEAR: 1 2 3 4 5 6	Children working below		Children working within		Children exceeding	

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Purpose</b>	<p>I can read my writing back to an adult confidently</p> <p>I can convey basic information through appropriate word choices</p>	<p>I know who my writing is for (their intended audience)</p> <p>I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction</p> <p>I can think about the different styles needed for different types of writing</p>	<p>I can include details to add an element of humour, surprise or suspense</p> <p>Some evidence of viewpoint is established</p>	<p>My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader</p> <p>I can consider the needs of the reader &amp; provides background information in my writing</p> <p>I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident</p>	<p>I can include some significant interaction between characters through action, description and character responses. Character development helps to move the story forward</p> <p>In my writing, characterisation is evident, through direct &amp; reported speech</p> <p>In my writing, the setting is used to create mood</p> <p>I can write in a given style successfully if they refer to the 'Tricks of the Trade.'</p> <p>I can address the reader.</p>	<p>I can use the setting and weather as a 'sympathetic background' to the characters' situations - e.g. <i>thunderstorm for the dangerous parts with the sun coming out when all is well</i></p> <p>My writing is well paced</p> <p>My writing is well structured and shows a secure grasp of the chosen genre</p>	<p>I can construct paragraphs that support meaning and purpose</p> <p>I can establish a convincing, individual voice or point of view and mostly sustain this</p> <p>I can use controlling techniques for a specific purpose, sustained throughout a piece of text</p>
	YEAR: 1 2 3 4 5 6	Children working below		Children working within		Children exceeding	

PROGRESSION IN WRITING BY STRAND (CURRICULUM 2014)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Organisation</b>	<p>I can use a simple structure in my writing e.g. beginning, middle &amp; end, or instructions in the correct order.</p> <p>I can write more than one sentence about an idea My writing can be read without mediating</p>	<p>I can begin to use an appropriate opening &amp; ending</p> <p>The organisation reflects the purpose of the writing</p> <p>I can use connectives that signal time e.g. then, after, before</p> <p>I can use simple connectives (e.g. also, as well, because, but) to link ideas logically</p>	<p>I can group similar information together in paragraphs in non-fiction writing</p> <p>I can use paragraphing in narrative for a new location in a story</p>	<p>In narrative, I can use paragraphs for a change in action, setting and time</p> <p>In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion</p> <p>My paragraphs have relevant openings</p>	<p>I can use connectives, within a paragraph, to link the sentences, e.g. <i>Secondly, in addition, furthermore</i></p> <p>My paragraph structure is controlled to shape a story, e.g. <i>5 paragraph structure involving a build-up, conflict &amp; resolution</i></p> <p>I can use shifts in time and place to shape a story and guide the reader through the text: e.g. <i>by introducing a new section to draw attention to the main event</i></p>	<p>In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives to guide the reader.</p> <p>I can make links between paragraphs in non-fiction writing - <i>'As mentioned previously'</i></p> <p>In narrative, I can use references to the start of the story to signal a change at the end of the story</p>	<p>I am beginning to vary structure and length of paragraphs for effect on the reader</p> <p>I can demonstrate a range of techniques to signal overall direction of the text for the reader</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Grammar</b>	<p>I can use capital letters for names of people, places, days of the week &amp; personal pronoun I</p> <p>I can join words &amp; joining clauses using 'and.'</p> <p>I can begin to punctuate sentences, using a capital letter &amp; a full stop, question mark or exclamation mark.</p>	<p>I can use full stops, capital letters, exclamation marks, question marks &amp; commas for lists</p> <p>I can use apostrophes for contracted forms &amp; the possessive (singular) form - the girl's book</p> <p>I can use the present &amp; past tenses correctly</p>	<p>I can use a wider range of conjunctions, e.g. <i>when, if, because, although &amp; however</i></p> <p>I can write in complex sentences clarify relationships in time and place, e.g. <i>meanwhile, during, while, until &amp; following</i></p> <p>I can proof read for errors</p>	<p>I can use commas after fronted adverbials</p> <p>I can use and punctuate direct speech</p> <p>I can write in Standard English forms for verb inflections (e.g. we were instead of we was)</p>	<p>I can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>I can proof read for spelling and punctuation errors</p> <p>I can use a colon to introduce a list</p> <p>I can use relative clauses beginning with: <i>who, which, where, when, whose and that</i></p>	<p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>I can consistently use a full range of accurate punctuation in a variety of sentence structures</p>
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PROGRESSION IN WRITING BY STRAND (CURRICULUM 2014)

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<b>Words</b>	<p>I can use some basic descriptive language - <i>colour, size, simple emotions</i></p> <p>I can make appropriate word choices from word banks, class lists &amp; sentence openers</p>	<p>I can use interesting adjectives to describe people, objects &amp; setting</p> <p>I can use interesting adverbs to describe actions</p> <p>I can show evidence of using simple similes - it was as yellow as the sun</p>	<p>I can use detail to clarify information</p> <p>I can modify nouns by one or more precise adjectives - <i>a loud wailing sound</i></p> <p>My vocabulary is interesting &amp; appropriate</p>	<p>I can choose words and phrases that both engage the reader and support the purpose - these may still be 'well known' to the writer from other text examples, or class lists, etc</p> <p>I can include details to add interest, to persuade (<i>obviously</i>) or to direct (<i>imperative verbs</i>)</p>	<p>I can choose words for deliberate effect - <i>stationary rather than stopped</i></p> <p>My vocabulary choices are more thoughtful - <i>using a thesaurus to extend range of words used</i></p>	<p>I can make assertive use of the characteristic language of the chosen text type</p> <p>I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words</p> <p>I recognise how changing the word choice can change the meaning of the writing</p>	<p>I can use word choices that are well-matched to purpose and audience</p>
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PROGRESSION IN WRITING BY STRAND (CURRICULUM 2014)

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<b>Spelling</b>	<p>I can spell words using the phonemes that I know</p> <p>I can spell most of the 100 High Frequency words</p> <p>I can spell the days of the week</p> <p>I can use the prefix un-</p> <p>I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words</p>	<p>I can use the possessive apostrophe for a singular person - the girl's book</p> <p>I can spell 10 words with contractions (it's, can't, won't, they're etc)</p> <p>I can spell most of the common exception words</p> <p>I can spell the first 11 sets of homophones/near homophones (e.g. there/they're/their)</p> <p>I can add suffixes to spell longer words e.g. -ment, -ful, -less, -ly</p>	<p>I can spell the next 22 sets of homophones / near homophones (e.g. accept/except)</p> <p>I can use the prefixes dis-, mis-, in-, and im-</p> <p>I can spell words ending in -tion, -sion, -cian, -ssion</p>	<p>I can spell all of the Year 3 &amp; 4 word list</p> <p>I can use the possessive apostrophe correctly in all situations</p> <p>I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-</p> <p>I can use the suffixes -ly, -ation, auto-</p>	<p>I can spell words with silent letters</p> <p>I can spell words with the endings -cious, -tious</p> <p>I know and use the 'i before e' rule following a c</p>	<p>I can spell all of the Year 5 &amp; 6 word list</p> <p>I can spell words with the endings -ible and -able</p> <p>I can spell words with the endings -ance and -ence</p> <p>I can spell words with the endings -cial and -tial</p>	<p>Most complex words and all homophones are secure</p> <p>Subject specific words are spelt correctly.</p>
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